RESULTS OF THE SURVEY ON THE HONOURS PROGRAMME

Supervisors

FRIEDRICH-SCHILLER-
UNIVERSITÄT
JENA

Central Office for Teaching Evaluation

+49 3641 9 45237
ule@uni-jena.de
www.ule.uni-jena.de
19th August 2021

Contents

1 Methods **1**
1.1 About this report . . . 1
1.1.1 Tables with absolute (*N*) and percentage frequencies (%) . . . 1
1.1.2 Tables with mean values and graphs . . . 1

2 Results **3**
2.1 Information for stastistical purposes . . . 3
2.1.1 Current position . . . 3
2.2 Assessments . . . 4
2.2.1 Summarizing statements . . . 4
2.2.2 Organisation . . . 4
2.3 Components of the Honours Programme. . . . 6
2.3.1 Honours Workshops . . . 6
2.3.2 Honours Mentoring . . . 6
2.3.3 Honours Funds . . . 9

1 Methods

1.1 About this report

This report uses different ways of presenting results. In the following sections, both tables with absolute and percentage frequencies, and tables with mean values and graphs are explained in more detail.

Not every person has fully answered all the questions. Due to omissions or choosing the option 'no answer' (n.a.), the full sample size may not be reached for each question. Therefore, the frequencies of the answer alternatives do not add up to the total sample size in every case.

1.1.1 Tables with absolute (*N*) and percentage frequencies (%)

For some statements in the survey, people are given several alternative answers to choose from. These can be distinguished as single or multiple choice. For *single choice*, the respondent can only choose a single answer option, whereas for *multiple choice*, multiple answer options can be chosen by one person. The option of multiple choice is clearly labeled at the relevant points in this report.

The absolute frequency (*N*) results from the number of respondents who gave an answer to the corresponding item/aspect. In order to easily compare the frequencies between the individual groups, percentage frequencies (%) are also shown: For this purpose, the absolute frequency is set in relation to the number of people who responded to this statement. For single choice, the separate percentages add up to 100 %. In the case of multiple choices, on the other hand, the sum of the separate percentages may be higher than 100 % because a single person may have chosen more than one answer option.

When displaying results from *open-ended questions*, only the answers of the main group(s) are listed. Data from reference groups are excluded here for saving space. The answers to open-ended questions are reproduced in their original wording, whereby comments with the same wording are summarised and shown with their absolute frequency.

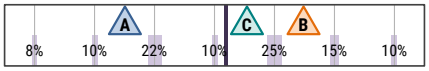
If an answer alternative was not chosen by any person (*N*=0) or if no data are available for it (marked by – in the tables), the corresponding values are displayed in grey for better readability.

1.1.2 Tables with mean values and graphs

The majority of this survey contains statements that are to be answered on a closed, mostly 7-point Likert scale. For such response formats, the *mean value* over all responses can be calculated. Thus, a statement about the central tendency can be drawn.

The *graphs* display the mean value for the respective item, the mean values of the reference groups and the distribution of the answers (in the main group). For each of the seven scale points (unless otherwise stated) a rectangle whose width indicates the percentage frequency (% value) is shown with a label showing the percentage. For reasons of readability, labels for values smaller than 5 % are omitted. The percentage frequencies in the graphs refer to the data of the main group (HG) of the report. The mean value of all responses of the main group for the respective item is shown with the symbol ❙. The mean values of the reference groups are illustrated with the symbols A, B and C.

For each item a *significance test* was calculated in order to see if there are statistically significant differences between the groups. A result is significant if the difference between two mean values did not occur by chance. First, each variable is tested for normal distribution with a Shapiro-Wilk test. If normal distribution is given, a *t*-test is calculated. If no normal distribution is given for the variable under consideration, the parameter-free Wilcoxon test checks the differences in mean values for statistical significance. Significant differences are marked with [2] for reference group A, [3] for reference group B and [4] for reference group C. The significance tests are performed two-sided at a level of α = .05.

Example table: Study satisfaction	**HG**		**VA**	**VB**	**VC**	
1=I strongly disagree ... 4=partly ... 7=I strongly agree	*N*	*M*	*M*	*M*	*M*	1 2 3 4 5 6 7
1 I am satisfied with my studies.	100	$4.2^{2;3}$	2.5	5.5	4.5	

Legend: **HG**: Main group; **VA**: Reference group A; **VB**: Reference group B; **VC**: Reference group C

In the *example table* shown here, *N*=100 students of the example group (HG main group) answered the item 'I am satisfied with my studies'. The corresponding mean value is *M*=4.2. Furthermore, the table contains mean values for the reference groups: The mean value for reference group A (VA) is M_1=2.5 and for reference group B (VB) the mean is M_2=5.5. The mean value of the example group (HG main group) (*M*=4.2) is marked with [2] and [3], which indicates that the mean differs significantly from the means of the reference groups A and B. The lower part of the graph shows the percentage frequencies for each of the seven scale points. For example, 8 % of participants answered 1='I strongly disagree' and 10 % of students answered 4='partly'.

The following statistical parameters are given depending on the respective question:

Symbols in tables

N	Number of participants who gave an assessment of the question/statement; absolute response frequency
M	Mean value on the respective 7-point response scale
%	Percentage; relative response frequency
n.a.	Number of participants who marked 'no answer'.
–	Cells in tables for which no or insufficient data are available
2	A mean value (*M*) marked with 2 is statistically significantly different from the mean value of the *second* group (reference group A).
3	A mean value (*M*) marked with 3 is statistically significantly different from the mean value of the *third* group (reference group B).
4	A mean value (*M*) marked with 4 is statistically significantly different from the mean value of the *fourth* group (reference group C).

Symbols in graphs

▌	graphical representation of the mean value of the first group (main group)
A	graphical representation of the mean value of the second group (reference group A)
B	graphical representation of the mean value of the third group (reference group B; if present)
C	graphical representation of the mean value of the fourth group (reference group C; if present)

2 Results

This report contains the following groups:

2021 Supervisors 2021 *N* = 35

2020 Supervisors 2020 *N* = 10

2.1 Information for stastistical purposes

2.1.1 Current position

Please provide the following information for statistical purposes.

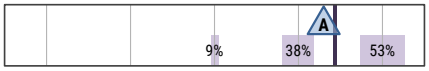
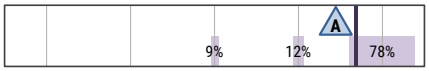
I am ...	2021		2020	
	N	%	*N*	%
Number of participants who answered this question	*34*	*100*	*10*	*100*
a professor	20	59	9	90
a postdoctoral researcher	14	41	1	10

Legend: **2021**: Supervisors 2021; **2020**: Supervisors 2020

2.2 Assessments

2.2.1 Summarizing statements

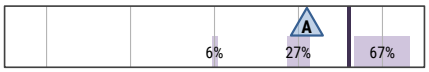
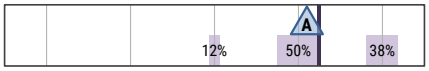
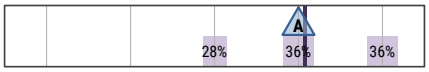
Please start with an overall assessment.

Summarizing statements *1=I strongly disagree ... 3=partly ... 5=I strongly agree*	2021 N	2021 M	2020 M	1 2 3 4 5
1 The Honours Programme gives students a deeper insight into research processes.	32	4.7	4.5	
2 The Honours Programme gives students the chance to get in touch with the scientific community in their field of research.	32	4.4	4.3	
3 The Honours Programme is a useful preparation for their planned career after graduation.	32	4.7	4.4	
4 **Overall, I am satisfied with the Honours Programme.**	33	4.4	4.4	

Legend: **2021**: Supervisors 2021; **2020**⚠: Supervisors 2020

2.2.2 Organisation

Please assess the organisation of the Honours Programme. If some aspects are not applicable for you or did not take place, please select 'no answer' (n.a.).

Assessment of the organisation *1=very bad ... 5=very good*	2021 N	2021 M	2020 M	1 2 3 4 5
1 Application process	33	4.7	4.4	
2 Communication with the coordination office (answering questions, explaining and assisting with administrative procedures such as applications and statements)	26	4.8	4.4	
3 Comprehensibility and transparency of the programme's aims	33	4.6	4.1	
4 Structure of the programme and possibilities within the programme	32	4.3	4.1	
5 Possibility for the Honours students to actively refine the programme	25	4.1	4.0	

Legend: **2021**: Supervisors 2021; **2020**⚠: Supervisors 2020

Here you can write down further comments on the organisation of the Honours Programme.

Comments on the organisation	**2021**	
[Free texts]	*N*	%
Number of participants who answered this question	*3*	*100*
- Aufgrund der Corona-Pandemie war Forschung im eigentlichen Sinne nur sehr begrenzt möglich!	1	33
- Ich scheine manche Nachrichten nicht zu erhalten, die andere MentorInnen bekommen.	1	33
- es wäre besser als Honours-Projekt nur Abschlussarbeiten zuzulassen	1	33
- feste Bewerbungsfristen sind ein Problem, da man gute Studies ja nicht zu einen festen Zeitpunkt entdeckt und 2 Jahre Masterstuium ja eh recht kurz sind...	1	33

Legend: **2021**: Supervisors 2021

2.3 Components of the Honours Programme.

Please assess the components of the Honours Programme in the following.

2.3.1 Honours Workshops

Do you want to receive more information about the offered workshops and events for the Honours students?

Information about workshops	**2021**		**2020**	
	N	%	*N*	%
Number of participants who answered this question	*33*	*100*	*10*	*100*
Yes	24	73	8	80
No	9	27	2	20

Legend: **2021**: Supervisors 2021; **2020**: Supervisors 2020

Here you can write down comments, suggestions for improvement, ideas and wishes concerning the Honours Workshops:

Comments on the Honours workshops	**2021**	
[Free texts]	*N*	%
Number of participants who answered this question	*2*	*100*
- Als Betreuer habe ich zwar von den Workshops erfahren, aber ich würde es begrüßen, auch direkt über Konzept und Inhalte der Workshops informiert zu werden.	1	50
- Wie kann diese Frage mit 'Nein' beantwortet werden, wenn bisher keinerlei Informationen über die Workshops an die Betreuer versandt wurden?	1	50

Legend: **2021**: Supervisors 2021

2.3.2 Honours Mentoring

Are you also the reviewer of the student's thesis?

Supervision of a final thesis	**2021**		**2020**	
	N	%	*N*	%
Number of participants who answered this question	*33*	*100*	*10*	*100*
yes	28	85	9	90
no	4	12	1	10
still uncertain	1	3	0	0

Legend: **2021**: Supervisors 2021; **2020**: Supervisors 2020

How much time do you approximately spend on the Honours Mentoring (per student) per month?

Time spent	**2021**		**2020**	
	N	%	*N*	%
Number of participants who answered this question	*31*	*100*	*9*	*100*
0-1 hour	1	3	1	11
1,5-2,5 hours	14	45	3	33
3-4 hours	9	29	4	44
more than 4 hours	7	23	1	11

Legend: **2021**: Supervisors 2021; **2020**: Supervisors 2020

Do you wish to receive more support in the mentoring process by the Graduate Academy

Request for support	**2021**		**2020**	
	N	%	*N*	%
Number of participants who answered this question	*33*	*100*	*10*	*100*
Yes	3	9	0	0
No	30	91	10	100

Legend: **2021**: Supervisors 2021; **2020**: Supervisors 2020

What kind of support:

Type of support	**2021**	
[Free texts]	*N*	%
Number of participants who answered this question	*3*	*100*
- Angebot zur Selbstreflexion	1	33
- Es wurden keinerlei Unterstützungen angeboten, so dass diese Frage viel zu unspezifisch ist. Ich kann nicht erkennen, welche Intentionen und Ziele in dem Programm ernsthaft verfolgt wurde.	1	33
- Zeit	1	33

Legend: **2021**: Supervisors 2021

Do you think a half-day introductory workshop for supervisors in the Honours Programme would be useful to develop your skills as a mentor?

Introductory workshop	**2021**		**2020**	
	N	%	*N*	%
Number of participants who answered this question	*30*	*100*	*10*	*100*
Yes	18	60	7	70
No	12	40	3	30

Legend: **2021**: Supervisors 2021; **2020**: Supervisors 2020

Did you think, the student was able to acquire competencies and skills and make progress in the following areas thanks to the mentoring.

Progress	**2021**		**2020**	
[Multiple choices possible]	*N*	%	*N*	%
Number of participants who answered this question	*33*	*100*	*10*	*100*
I do not see any progress	1	3	0	0
Professional knowledge in their discipline	25	76	4	40
Methodological knowledge in their discipline	24	73	5	50
Career orientation	12	36	3	30
Practical career planning	20	61	7	70
Self-assessment	24	73	8	80
Building a professional network	15	45	7	70
Other	0	0	0	0

Legend: **2021**: Supervisors 2021; **2020**: Supervisors 2020

Would you recommend colleagues to become involved in the Honours Programme as supervisors?

Recommendation to colleagues	**2021**		**2020**	
	N	%	*N*	%
Number of participants who answered this question	*33*	*100*	*10*	*100*
Yes	32	97	10	100
No	1	3	0	0

Legend: **2021**: Supervisors 2021; **2020**: Supervisors 2020

Reasons for no recommendation	**2021**	
[Free texts]	*N*	%
Number of participants who answered this question	*1*	*100*
- ... weil es außer dem Aufwand, die Beantragung der Teilnahme an dem Programms zu begleiten/zu betreiben, und dem Umstand, dass man seine Teilnahme am Programm ausweisen kann, nichts eingebracht hat. Viel Milch, wenig Kakao.	1	100

Legend: **2021**: Supervisors 2021

Overall satisfaction with Honours Mentoring	**2021**		**2020**	
1=I strongly disagree ... 3=partly ... 5=I strongly agree	*N*	*M*	*M*	1 2 3 4 5
1 Overall, I am satisfied with the Honours Mentoring.	33	4.5	4.5	

Legend: **2021**: Supervisors 2021; **2020**⚠: Supervisors 2020

Here you can write down comments, suggestions for improvement, ideas and wishes concerning the Honours Mentoring:

Comments on Honours Mentoring	**2021**	
[Free texts]	*N*	%
Number of participants who answered this question	*6*	*100*
- Da ih drei Studiernde betreue, ist die Frage zu den Fortschritten schwierig, da sie unterschiedliche Entwicklungen nehmen. Eine Studierende hat bereits ein Kind, es sollte stärker auch die Sorgeverantwortung von Studierenden erfasst werden. Corona wird im Fragebogen auch nicht berücksichtig.	1	17
- Diese Einschätzung betrifft mein Beitrag. Ich hätte mir eigentlich eine intensivere Betreuung gewünscht und die Honours-Studentin zu aktivere Kontaktaufnahme auffordern müssen. Ich bin davon ausgegangen, dass die Studentin von sich aus regelmäßiger auf mich zukommen würde.	1	17
- Es wäre schön, wenn das Mentoring auf das Lehrdeputat angerechnet werden könnte, ähnlich wie Abschlussarbeiten.	1	17
- I teamed up with a colleague in the mentoring. Together we mentored 4 students. It worked well	1	17
- Ich bin unsicher, ob das Programm schon für BA-Studierende angeboten werden sollte. Der Nutzen hält sich für diese Zielgruppe wahrscheinlich noch sehr in Grenzen.	1	17
- Worauf sollten diese Vorschläge fußen? Bis auf das erste Treffen ist ja nichts passiert. Mein Wunsch wäre, dass sich die Organisator:innen darüber verständigen, was dieses Programm tatsächlich enthalten und bewirken soll.	1	17

Legend: **2021**: Supervisors 2021

2.3.3 Honours Funds

Here you can write down comments, suggestions for improvement, ideas and wishes concerning the Honours Funds:

Comments on the Honours Funds	**2021**	
[Free texts]	*N*	%
Number of participants who answered this question	*4*	*100*
- Das Honours-Fonds sollte unsere Mentees erlauben, an projektgebundenen Dienstreisen oder Konferenzen teilzunehmen. Leider konnte dies durch Corona nicht erfolgen. Eine Möglichkeit der Verlängerung der Förderung wäre in diesem Fall hilfreich.	1	25
- Der Einführungsworkshop in das Mentoring muss vielleicht nicht einen halben Tag in Anspruch nehmen, die Idee halte ich für sinnvoll.	1	25
- Nach allem, was ich über die Verwendung der Gelder gehört habe, erscheinen mir die Antragsprozesse recht aufwendig zu sein. Könnte man nicht bspw. den Kauf von Fachbüchern durch die Studierenden erleichtern?	1	25
- Über die Möglichkeiten eines Fonds bin ich nicht informiert.	1	25

Legend: **2021**: Supervisors 2021